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ABSTRACT

This guide is designed to provide vocational education, single parent/displaced homemaker program directors, and other interested persons with information to help them support, establish, and conduct programs for single parents or displaced homemakers in the nine vocational education planning regions of Utah. It includes definitions and staff responsibilities and qualifications. Information is provided on the components of a single parent or homemaker program: outreach; pre-employment training; employment training, job development, placement, and follow-up; evaluation; inservice training/technical assistance; linkages; advisory committee and public relations; and funding sources and fiscal accountability. Each component is discussed in regard to objectives, suggested time frame, and implementation strategies; a checklist is also provided. A selected bibliography, sample intake form, and listing of Utah single parent/displaced homemaker programs are appended. (YLB)

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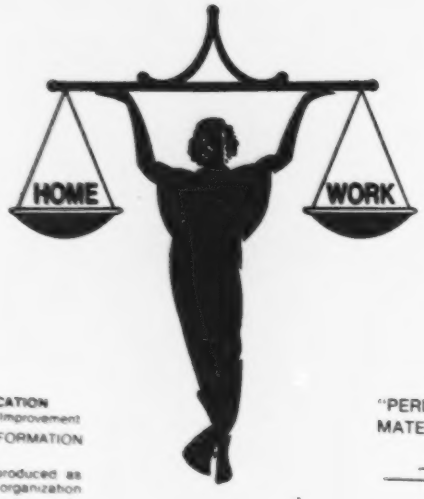
SINGLE PARENT OR DISPLACED HOMEMAKER

PROGRAM MANAGEMENT GUIDE



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SINGLE PARENT OR DISPLACED HOMEMAKER

PROGRAM MANAGEMENT GUIDE

Utah State Office of Vocational Education
Salt Lake City, Utah
1987

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UTAH STATE OFFICE OF VOCATIONAL EDUCATION

James R. Moss

State Superintendent of Public Instruction

Kent L. Worthington

Associate Superintendent for Vocational Education

David S. Gailey

Coordinator, Business/Industry Programs

Barbara B. Hales

State Specialist, Vocational Equity

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Project Director: Barbara B. Hales
Project Developer: Lenore Shisler

Project Coordinators:

Linda Barlow, Director
Better Jobs for Women
Utah Technical College at Provo

Anita Bradford, Director
Center for Personal and Career Development
Utah Technical College at Provo

Contributors:

Bridgerland AVC
Roxana Soltanieh

College of Eastern Utah
Sherril Burge

Davis AVC
Linda Stevens

Dixie College
Leslie Holt

Ogden-Weber AVC
Sherry Burkes

Phoenix Institute
Mary Tuckett

Snow College
Sherrie Stanton

Southern Utah State College
Daphne Dally

Introduction

This guide was developed to provide Vocational Education, Single Parent/Displaced Homemaker program directors and other interested persons with information to help them support, establish, and conduct programs for single parents or displaced homemakers in the nine Vocational Education planning regions of the state. The guide contains information on the components of a Single Parent or Homemaker program and includes relevant definitions, suggested objectives, time frames, and strategies for implementing each component of the program. A bibliography is also included in the guide.

Definition of Terms

Carl Perkins Vocational Education Act of 1984 continues federal assistance to states and is intended to make vocational education programs accessible to all persons including single parents or homemakers, and other groups of persons as identified in the Act.

Community Based Organization (CBO) is a private, nonprofit organization which has demonstrated effectiveness in serving single parents or displaced homemakers and provides services in outreach, pre-employment, job training, employment, placement, and follow-up.

Career Guidance and Counseling includes services in intake/assessment and testing, career guidance and counseling services, and occupational information related to job training, seeking, and keeping skills.

Demonstrated Effectiveness means organizations or agencies that have served Single Parents/Displaced Homemakers for at least three years and that provide services in outreach, pre-employment, skills training, employment, placement, and follow-up services.

Displaced Homemaker (See definition under Single Parent/Displaced Homemaker.)

Gainfully Employed means full time employment with earnings more than 125% of poverty level, as defined by the U.S. Department of Labor Federal Poverty Guidelines. It does not include part time, temporary, or seasonal employment.

Health Education means services that are designed to improve the physical, emotional and social areas of a person's life. These include nutrition, exercise, stress management and recreational activities.

Intake/Assessment includes screening for eligibility and the initial determination as to whether the program can benefit the individual. Intake/Assessment is designed to determine each participant's employability, aptitudes, abilities, and interests and to identify resources available to meet the needs of the client. Testing, work samples, and counseling or any combination of these may be utilized during the assessment process.

Job Training Partnership Act of 1982 (JTPA), Public Law 94-300, is legislation authorizing job training programs for economically disadvantaged individuals and others who face serious barriers to employment.

Linkages means cooperative planning with groups serving displaced homemakers including school districts, community based organizations (CBO), public agencies, Private Industry Councils (PIC) and others in vocational planning regions.

Outreach means strategies that are used to inform and encourage persons to utilize the program services available for serving Single Parents/Displaced Homemakers.

Peer Counseling means activities designed to promote peer responsibility for identifying, communicating and seeking support from each other in resolving problems under the supervision of qualified professional staff.

Placement means obtaining a position for a Single Parent/Displaced Homemaker in one or any combination of the following situations: training program, employment, internship, or on-the-job training.

Placement Incentive means twenty percent (20%) of the Utah Displaced Homemaker Act funds that will be allocated for placement of clients. The allocation for placement will be based on the number of placements as verified by the Utah State Office of Vocational Education.

Pre-Employment Training includes intake, assessment, assertive communication training, job seeking and keeping skills, life skills, and basic literacy.

Single Parent/Displaced Homemaker (SP/DH) as used in this manual is a general term which encompasses the population described in the following definitions.

Single Parent/Displaced Homemaker

As defined by the Utah Displaced Homemaker Act. Displaced Homemaker means an individual who:

(a) has not been gainfully employed for ten or more years and has provided unpaid household services for family members during that period of time;

(b) is not gainfully employed;

(c) is unable to obtain employment sufficient to support himself or herself and his or her dependents; and

(d) has depended on the income of a family member and lost that income or has depended on governmental assistance as the parent of dependent children, and is no longer eligible for that assistance.

As defined by the Carl Perkins Vocational Education Act.

Single Parent means an individual who:

(a) is unmarried or legally separated from a spouse, and

(b) has a minor child or children for which the parent has either custody or joint custody.

or

Homemaker means an individual who:

(a) is an adult, and

(b) has worked as an adult primarily without remuneration to care for home and family and for that reason has diminished marketable skills.

Support Services means services such as child care, transportation, financial assistance, counseling, and other resources that may be provided to assist clients to succeed in a program.

Utah Displaced Homemaker Act means the law enacted by the 1986 Utah State Legislature authorizing the Utah State Board for Vocational Education to provide programs for Single Parents/Displaced Homemakers.

Vocational Education Displaced Homemaker Planning Committee means a planning group representing education, public and private agencies and community based organizations serving SingleParents/Displaced Homemakers in a region.

Vocational Education Planning Regions are the nine (9) geographic areas of the state designated by the Board and that correspond with the same areas that are identified by the Governor as Service Delivery Areas (SDA).

Vocational Education Regional Planning Council means a planning group consisting of the vocational directors from school districts, area vocational centers and post-secondary institutions designated as area vocational schools in a Vocational Education Planning Region.

1 Overview

To understand the political structure within which a local Single Parent/Displaced Homemaker (SP/DH) program functions, it is helpful to become familiar with the scope of the problem and the attempted legislative solutions on the national and state level:

> *Government programs to assist displaced homemakers are not more than a decade old. California's 1975 law established the Nation's first program designed specifically to serve women who had lost their main source of income due to a husband's death. . . divorce, (separation or disability), or to loss of eligibility for public assistance, and who consequently had to find paid work to support themselves and their families.*
>
> *The first Federal legislation to assist displaced homemakers was the 1976 amendments to the Vocational Education Act, which directed that States could use Voc Ed grants provided by the Federal Government to meet the needs of displaced homemakers. . .later, however, in the Carl D. Perkins Vocational Education Act of 1984, Congress strongly increased Federal support for displaced homemaker programs. . . (Displaced Homemakers: Programs and Policy--An Interim Report, p. 15).*

In response to the report of the Governor's Task Force on Integrating Women into the Workforce, $50,000 in vocational funds was allocated to begin developing programs across the state to serve Displaced Homemakers. In 1984, two model demonstration sites were established--a rural project at Snow College and an urban project at Utah Technical College at Provo (UTC/P).

Several years prior to the establishment of these two state projects, Displaced Homemakers were served through programs at Phoenix Institute in Salt Lake and the Better Jobs for Women program at Utah Technical College in Provo.

The enactment of the Carl Perkins Vocational Education Act of 1984 made funds available to provide services for single parents and displaced homemakers. With the additional resources, there are now SP/DH centers established in all nine vocational education planning regions of the state. During 1986, the Utah State Legislature passed the Utah Displaced Homemaker Act. The Utah Displaced Homemaker Act will be administered by the Utah State Board for Vocational Education.

Although single parents and displaced homemakers have existed in Utah throughout history, only in recent years have their problems and needs been publicly recognized. The numbers of people in this category in Utah are growing, as they are elsewhere in the nation, at a rapid rate. This trend has resulted in the phenomena referred to as the "feminization of poverty". To a great extent, however, society is still treating women as though nothing has changed. In today's society, women must be prepared educationally and psychologically to be economically self-sufficient. It is therefore timely that educational support for this segment of our population be offered, and that single parents and displaced homemakers be treated with respect for the valuable potential contributions they can make to our society.

2 Staff Responsibilities and Qualifications

It is important that all staff members act as role models for clients and include energetic, optimistic women or men who have worked with and understand the problems and issues facing SP/DH. The staff must model assertive, responsible, and dependable behavior in their interaction with one another and with clients. They should also be committed to the goal of helping SP/DH become economically and socially self sufficient.

OBJECTIVES:

- Organize a team of staff members who have qualifications to initiate and maintain a successful SP/DH program.
- Prioritize and assign responsibilities to correspond with the number of staff members available.

SUGGESTED TIME FRAME:

- Staff should be selected and assigned responsibilities by the end of the second month of program implementation.

STRATEGIES FOR ORGANIZATION:

The responsibilities and activities outlined below are divided to reflect an organization with several staff members. Because different staff members may be taking primary responsibility for specific tasks, communication among staff is vital. Frequent meetings and memos will keep members working as a team. The tasks and positions outlined are not mutually exclusive, however, and staff will frequently share responsibilities.

Although this section describes activities as being distributed among a number of staff members, not all programs will have the same staffing patterns. Smaller programs may be operating with only one individual responsible for all tasks. This will require a more limited scope of activities and increased reliance on institutional and advisory support.

Director--Should understand the issues relating to the feminization of poverty, be accepted by other agencies, politically knowledgeable and credible in the community, and have management experience, excellent communication and public speaking and writing skills.

The director will be primarily responsible for outreach, program curriculum, arranging inservice training, supervising record keeping and data collection systems , budget management, liaison with outside agencies, allocating space and equipment, and getting community support and funding.

Trainer--Should have experience working with groups and group processes. Must be especially skilled in assertiveness training, personal and career counseling and be capable of communicating effectively with clients of diverse backgrounds, as well as with the staffs of community based organizations, local employers, and public and private agencies.

Job Developer --Should be capable of communicating effectively with employers and agency staff, aware of labor market, occupational demand, EEO/affirmative action regulations, and tax credit incentives. Must be knowledgeable in accountable record keeping, documentation and follow-up procedures, committed to developing high-paying, upwardly mobile non-traditional job opportunities for women, and able to work with clients one-on-one.

The Job Developer will be primarily responsible for contacting employers, preparing clients to meet job requirements, informing clients of opportunities and positions, client placement and follow-up.

Secretarial and Other Support Services--Whether hiring your own secretary/receptionist or utilizing those in your institution, the individual selected must have adequate information to answer all calls and understand what "displaced homemaker" means. It is very important that each SP/DH who contacts the center be assisted in some way.

The secretary/receptionist should be prepared to provide potential clients with information about the services available, allow time for questions, and speak in clear and direct terms, avoiding acronyms, agency jargon and other language which would confuse a client.

Support services will be primarily responsible for receiving clients, giving telephone information, referrals, maintaining client files, typing, filing, duplicating, ordering supplies, and keeping financial records.

Volunteers--Need inservice and assistance in gaining skills to enable them to work with SP/DH from all socio-economic groups. Instruction should be provided in the areas of professionalism, confidentiality, and working with clients from diverse backgrounds.

Volunteers (VISTA, WEAT, Interns from Social Services) will be utilized for support services and activities as assigned by the program director.

Community Professionals--Experts from various fields may be contacted to work with the staff in specific areas. Professionals must have an appropriate orientation and understanding of SP/DH clients. Remember that their expertise with topic areas does not qualify them as experts in working with the SP/DH population and that they are utilized as a resource to enhance the program.

Graduate Interns -- Graduate students from areas such as Family and Marriage Counseling, Schools of Social Work, Family Life, Home Economics and other disciplines can make a valuable contribution to the SP/DH programs as well as gaining valuable experience and training.

START-UP CHECKLIST:

- ✓ Establish presence in the community and institution and survey resources.
- ✓ Prioritize tasks and organize program.
- ✓ Consider a variety of outreach strategies.
- ✓ Plan pre-employment courses.
- ✓ Prepare a method to collect follow-up data and to evaluate the program.

OUTREACH

Effective outreach is a planned, sustained strategy which forms a responsive information and contact network between your program and those you wish to reach in the community. Remember that outreach efforts will be aimed at a population in society that often does not have the standard means of communication in our society. More than twenty-five percent of SP/DH do not have phones, most do not take newspapers, and many are not active with any affiliated group through whom they might be reached. Non-traditional methods of contact may prove more effective than traditional modes.

As you plan brochures or fliers, be aware that pictures or drawings you choose may often create an impression you did not intend. If the visuals show only men, carefree young women, or distraught older women, your written message may very well be discounted or misunderstood. Choose your illustrations as carefully as you write your copy.

OBJECTIVES:

- Establish and maintain innovative channels of contact with prospective clients.
- Establish contact with other service providers for outreach and referral services.
- Set a goal to contact a specified number of SP/DH within the first program year.

SUGGESTED TIME FRAME:

- Outreach efforts should begin after program framework is in place and should be repeated on a regular basis.

STRATEGIES:

The population of SP/DH who have the greatest need are those who are on AFDC and public assistance, those who are at economic risk (possibly living on rapidly diminishing savings and other resources), and those who are employed in low-paying, low skill jobs and are discouraged by the lack of upward mobility possibilities and benefits. A variety of methods must be used to reach prospective clients who need the services provided. Outreach should be directed in the following areas:

Referrals from agencies such as Social Services, Vocational Rehabilitation, JTPA, and other providers.

Mass Media -- newspapers (features, ads, personals, calendars, legislative newsletters, community service listings), radio (public service announcements, interviews, talk shows), television (public service announcements, talk shows, interviews), and nickel ads. If your agency has an information officer, tell her or him who SP/DH are and what you want done.

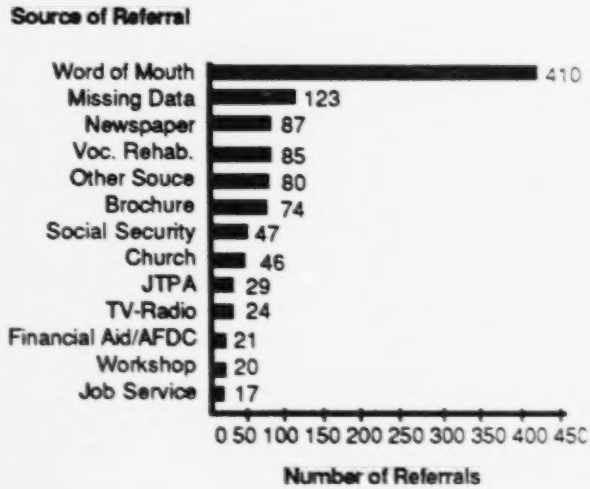
Community Organizations – churches, professional groups, neighborhood councils, schools (flyers sent home with children and bulletins), laundromats, community centers, crisis centers, information and referral centers, phone "crisis" lines, lawyers, divorce courts, financial and legal aid services, counselors, hospitals, libraries, university resource centers, housing project community centers, YWCA and YMCA centers, Division of Aging, Senior Citizen Centers, day care centers.

Networks -- women's groups, word-of-mouth (most effective strategy), displaced homemaker network, beauty shops, physical improvement centers, grocery stores, shops, school counselors, community clubs and groups.

Isolated Areas -- VISTA volunteers, university extension services, direct mail (lists from community organizations and churches), flyers, posters, and any of the above where applicable. Isolated areas may rely more on personal networks than on media networks.

Reaching out to the institution, to the community, to other agencies, and to the population of SP/DH will require different strategies and planning. Having the support of the institution and the community are essential to the survival of the program. Good relationships among agencies serving the same population will facilitate client referrals between agencies. Finally, the most difficult to reach are the SP/DH themselves. Creative strategies must be used to contact an elusive population and initial contacts will need to be maintained through follow-up calls.

The following figure lists referral sources and the number of client referrals as shown in the Utah State Office of Vocational Education 1986 Evaluation Report of SP/DH Programs.



CHECKLIST:

- ✓ Design outreach specifically for SP/DH and mention their problems in a way which they will recognize.
- ✓ Publicize your services with other local agencies.
- ✓ Publicize your program in places where SP/DH might visit.
- ✓ Record your outreach contacts. Work out a regular schedule of contacts and repeat those which prove successful.
- ✓ Create a mailing list of contacts.

PRE-EMPLOYMENT TRAINING

Pre-employment training includes intake, assessment, assertive communication training, job seeking and keeping skills, life skills, support services, and basic literacy. The key to the program will be the quality of the pre-employment training. After completing the program, clients may be prepared to enroll in a training program, seek employment, or it may be necessary for them to cycle through part of the program more than once. (Participation in pre-employment activities and training or employment may be concurrent.) After initial course completion, however, clients should be expected to pay fees for continued enrollment in the program.

The courses should be set up so that a core structure is in place to serve clients, based on your staff and resources, which can be added to as the program grows. During the start-up phase you may not be able to offer the full course range discussed here.

One staff member should be assigned to the group for the duration of the training period so that he or she can develop trust and rapport with clients. Although outside professionals may be accessed to teach a variety of courses, the staff person should be in attendance to provide a sense of community and stability for clients. This will also encourage clients to feel accountable for attendance, participation and progress.

OBJECTIVES:

- Establish a relationship between clients and program staff that emphasizes self-responsibility and cooperation.
- Obtain information pertaining to clients' interests, aptitudes, basic literacy and skill levels through intake, assessment, and other activities.
- Assist clients to understand and incorporate assertive communication skills in their lives.
- Provide clients with information and experience relating to non-traditional careers. Assist clients in developing career and employment plans.
- Help clients learn specific skills for placement, survival, and advancement on the job.
- Provide opportunities for clients to improve their life skills and level of basic literacy.
- Provide support services to clients which will allow them to participate in pre-employment and employment training.

SUGGESTED TIME FRAME:

- Intake interviews and client orientation begin after outreach and continue throughout the year.
- Classes and support services should be available soon after clients have been contacted through outreach efforts.

STRATEGIES:

Intake -- During intake interviews, the client should be welcomed into a private office where the interview may be conducted comfortably. The client should not be kept waiting and should be treated respectfully. Plan adequate time (approximately 1/2 to 1 hour) to listen carefully and to obtain an adequate profile of the client.

Every SP/DH site is required to submit the intake interview form (see Appendix A for sample form) to the individual designated by the Utah State Office of Education SP/DH Program Specialist. As you fill out the intake interview form, help the client to discuss and identify needs in the areas of income, housing, skills, work, problems affecting employment, transportation, child care, health, support systems, clothing, etc. Provide information about the program and the support services available. Answer any questions which the client may have. Assist the client in identifying viable alternatives, in making decisions, and in forming a plan of action which includes specific things which the client can do. Before ending the intake interview, have the client clarify what tasks need to be accomplished. Refer clients to other agencies when necessary.

Assessment -- The assessment and testing of clients should be done in association with regional assessment centers where available. It is important to become familiar with the regional assessment center in your area and understand its policies and procedures.

These assessment centers help clients to make more informed decisions about career choices and may assist them in finding employment, training, or education that matches their needs, interests, skills, and abilities. Regional assessment centers work closely with Job Service and many have Job Clubs for the client's use.

Assessment may involve a few hours or a few weeks of testing, depending on the individual needs of the client. It is important to tailor testing to the client's skill levels, work values, etc., in order to insure accurate results. Short-term testing for a few hours usually involves paper-and-pencil tests. Special needs testing also takes a few hours and focuses on a specific issue the client wants to pursue, such as mechanical aptitude. Paper-and pencil or hands-on tests may be utilized.

One-day assessment consists of an aptitude test, interest inventory, work values inventory, interaction style measurement, occupational and labor market information, and vocational counseling Long-term assessment may last from one to two weeks. A full battery of tests, work samples, work adjustment, behavioral observations, and guidance takes place on a more complete and intensive level.

Regional assessment centers may include services such as those mentioned above as well as academic testing, physical assessment, occupational information and career counseling.

It is important to understand the policies of agencies which relate to the assessment services provided. For example, an agency may provide assessment or testing services to clients, but may also require that the clients' scores remain on file for six months or longer. Therefore, if the clients do not perform to the best of their ability due to nervousness, etc., they are restricted from retaking any tests to raise their scores for a prescribed length of time. (The GATB has such restrictions.) It may be beneficial for a staff member to actually undergo testing to understand how and under what conditions the tests are administered, scored, and recorded.

Finally, assessment may occur at any time during the pre-employment program. Sensitivity to client readiness will make assessment an individualized process wherein the clients can match their personal lifestyle to appropriate training or occupations, thereby increasing eventual work satisfacton.

Assertive Communication -- Assertive communication is clear and open self-expression of thoughts and feelings. It also includes an invitation to others to express themselves openly. Assertive communication training infuses clients with the knowledge that they can take charge of their lives.

Classes in assertive communication should be designed to maximize the participation of clients and to provide an opportunity for them to network among themselves and to engage in peer counseling. To encourage involvement, allow clients to sit in a circle facing one another.

A strong course in assertive communication should enable the clients to:

- Understand what assertiveness means.
- Identify assertive individuals.
- Assume responsibility for one's own behavior.
- Handle criticism, put downs.
- Validate self.
- Resolve conflicts.
- Cope with and understand anger.
- Build loving relationships.
- Increase self-esteem.

Assertive communication should be taught first and all other portions of pre-employment training should have assertive communication skills integrated into them.

Job Seeking & Job Keeping Skills -- Includes topics such as resume writing, interviewing, filling out applications, cultivating a professional image, career exploration, goal planning, and testing and assessment.

Life Skills -- Includes topics such as nutrition, health, stress management, parenting, problem solving, financial management, consumer issues, and community resources.

Basic Literacy -- Includes instruction in math, reading, writing, speaking and listening, and reasoning and studying.

The ideal program includes 30 to 60 hours of classes in the areas of assertive communication, job seeking & job keeping skills, life skills and basic literacy.

Support Services -- Depending upon the institution with which your program is associated, some support services may be available to clients. Additional services may be found for clients through referrals to other agencies and organizations

Survey the resources available and arrange for client support services in the following areas:

Child Care -- program contract with day-care providers, program site services, or client contract with day-care providers (provider paid directly by the project based on client attendance in program activities.)

Transportation -- bus passes, district school busses.

Financial Assistance -- Vocational Rehabilitation Services, Pell Grants, student loans, waivers, work study, WIN, and JTPA.

Personal Counseling -- contract with Family Services/Mental Health (on-site or off-site), interns, and Social Services.

Basic Necessities -- scholarships, foundations, community groups, thrift stores, churches, extensions, WIC, Vocational Rehabilitation, Emergency Housing, Community Action, and Social Services.

CHECKLIST:

- ✓ The aim of the program and what clients and staff can expect from each other have been defined.
- ✓ The initial intake documents are complete in the client file (if possible, data should be entered into a computer file to increase accessibility) and a system for contact with the client has been established. Forms furnished by the Utah State Office are filled out and submitted as requested.
- ✓ Necessary skill, literacy, aptitude, and interest assessments are available to clients as part of an ongoing assessment process.
- ✓ Courses in assertive communication, job seeking & job keeping skills, life skills, and basic literacy are available to clients.
- ✓ Clients are made aware of resources in the community and have received help in overcoming barriers to program entry and retention. Support services are available.

EMPLOYMENT TRAINING, JOB DEVELOPMENT, PLACEMENT, AND FOLLOW-UP

The major goal of SP/DH programs is to provide education and training to prepare SP/DH to gain employment that will prepare them to be economically self-sufficient.

OBJECTIVES:

- Provide education and training opportunities, especially in non-traditional areas, to clients to prepare them for employment.
- Educate potential employers about SP/DH.
- Obtain information from employers about employment opportunities and job openings.
- Establish and maintain a network of employers who will hire clients in non-traditional areas.
- Establish and maintain a system to make job information available to job-ready clients.
- Assist clients to obtain employment.
- Conduct follow-up with clients and employers to provide additional assistance and to gather data.

SUGGESTED TIME FRAME:

- Employment training, job development, placement, and follow-up will begin as the program is implemented and/or training and employment options are identified and developed.

STRATEGIES:

Job Development provides a framework within which clients have a better opportunity to obtain employment. It requires the cultivation of a large number of resources to access information on employment opportunities. The job development activities will result in a network within which clients can create their own private networks. Using the employer pool, the clients themselves contact employers, make appointments, and appear for interviews. The clients are thus responsible for applying for and keeping their jobs.

Training for job skills is a goal of the program. Women often settle for jobs that are available because their circumstances create an immediate need. Many lack first-hand knowledge about the range of possible occupations (particularly non-traditional careers) and are hesitant to try to overcome obstacles necessary to re-enter school. Non-traditional jobs are a priority for training when clients show the capacity for success in them. The term "non-traditional" applies to programs or occupations which are traditionally composed of fewer than 25% females.

Training options for clients may vary from full-time school enrollment to short-term intensive training (STIT) programs in areas such as electronic assembly, computerized offset printing, office practice, cashiering, word processing, accounting, basic computer concepts, building and ground maintenance, commission sales, etc. In addition, customized training may be available for businesses and industry.

Identify potential employers through the Utah State Office of Vocational Education Custom Fit Program, the Office of Job Training and Economic Development, Job Service, want ads, newspapers, new industry listings, manufacturing directories and city directories, mandatory listing sheets of equal opportunity employers, informal contacts with staff of other agencies, employers who know of colleagues who are hiring, relatives, friends, neighbors, and other clients who often know of jobs from former employers, friends' employers, and by word of mouth.

Be prepared to counter stereotyped attitudes about SP/DH with information on the following topics: objectives of a non-traditional job program for women, clients' training, capabilities, dependability, skills, employer tax credits, and the availability of problem-solving assistance from program staff. Point out the advantages of hiring two women in order to increase retention by reducing isolation.

Collect a file of data on each potential employer including all pertinent information such as the name of the firm, telephone number, digests of jobs offered, name of contact person, impression of suitability, attitudes toward women in non-traditional jobs, etc.

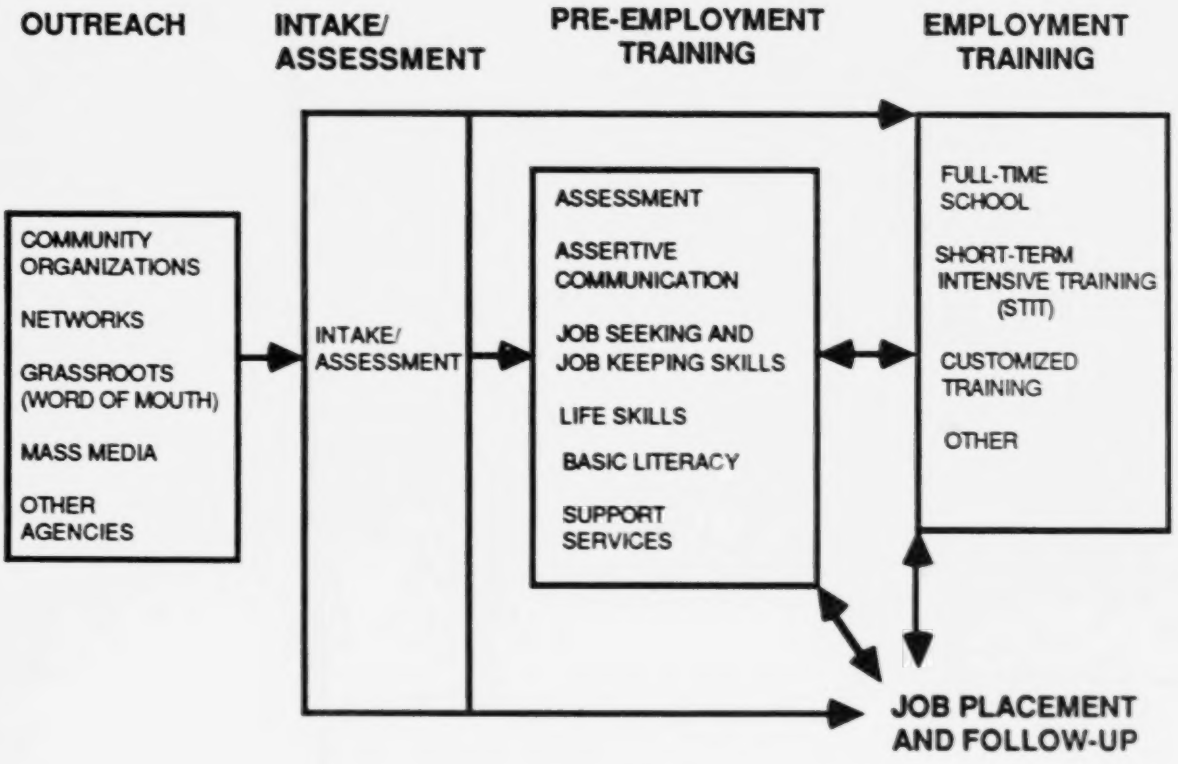
After placement, research shows that the first six weeks on the job are the most critical to the long-term success of an employee. Employer analysis of employee problems are usually not related to skills, but rather to absenteeism, interpersonal relationships, and a work ethic that gives a day's service for a day's pay. The transition from being a parent with flexible hours to a worker able to leave problems at home seems to be a major stumbling block for working parents. Successful, long-term placements will require that these problems be identified and resolved.

Follow-up contact should be made with clients within the first month to determine if there are job-related problems; to determine how interpersonal relations at the job site are developing; to determine if additional support services are needed; and to provide additional assistance. Contact should also be made with the employer to assess the progress of employees. Continued follow-up should occur at 6, 12, and 18 months and will include continued counseling, notification to clients of job announcements in their field, evaluation of the program's services, notices of new programs and seminars, continued job advice or assistance to clients who enter a training program. Long-term follow-up may be difficult because clients are often transient.

CHECKLIST:

- ✓ Education and training opportunities, especially in non-traditional areas, are available to clients.
- ✓ Recruitment calls and on-site visits to new employers have been made to acquaint them with the program.
- ✓ Suitable employers are being contacted on a regular and frequent schedule.
- ✓ An expanding list of current job openings and employers, regularly updated, has been developed and is available to clients.
- ✓ Clients are placed in training programs or obtain employment.
- ✓ Follow-up with clients and employers is being conducted on schedule.

CLIENT FLOW DIAGRAM



Clients will be contacted through a variety of outreach strategies and complete an initial intake interview. The clients may then access any or all of the pre-employment training options (more than once, if necessary), access employment training, or be placed in a job. Although each client will move through the system in a different way, the ultimate goal for all clients is job placement.

4 Evaluation

Evaluation is important to assess a program's effectiveness. This information provides a basis for making decisions on ways to modify the programs to better serve the clients. The evaluation process also provides a way to collect data, to determine needs, and to help identify goals and strategies for meeting those needs. In addition, it provides a basis for determining the costs and progress of the program.

OBJECTIVES:

- Prepare for external evaluations.
- Conduct internal evaluations.

SUGGESTED TIME FRAME:

- Evaluation is an ongoing activity.

STRATEGIES:

External evaluation will be conducted by the Utah State Office of Vocational Education. Data must be collected as required by the State Office.

Internal evaluation should be carried out on several levels. The program staff will have clients evaluate each activity or seminar through verbal feedback and written evaluation check sheets. These evaluations may serve as guidelines for changes and refinement of activities. In addition, advisory committee members and representatives from other SP/DH programs may be included on evaluation teams. Data from the Intake Form collected during the intake interview will also be a valuable source of information for internal evaluation.

The program staff should maintain individual files and records on each participant which may be used to evaluate client progress. Periodic reports will be prepared and submitted during the grant period to the Utah State Office of Vocational Education. Reports will include the number and population of clients, placement, satisfaction, etc. Know the requirements concerning data collection at your institution.

The program staff should meet with the project director or immediate supervisor once each month to discuss progress of project activities, to review the timeline for implementing each activity, and to review budgets. The purpose of the review is to provide the staff a scheduled time to focus on needs and concerns and to provide the vocational director with a regular update. A written report of the meeting will be on file with the project director.

CHECKLIST:

- ✓ Program complies with the reporting requirements of your institution.
- ✓ Bi-annual reports are made to the State Office of Vocational Education.
- ✓ Written evaluations are kept on file during the grant period.

5 Inservice Training/Technical Assistance

Inservice training directed toward providing awareness of and sensitivity to needs of SP/DH is essential to the success of a program. It provides comprehensive information on the status and needs of SP/DH to staff, institution decision makers, and the community. It increases their sensitivity to the dilemmas facing women who train for and accept jobs in traditional female occupations and serves as a catalyst in opening opportunities in non-traditional job training. Inservice training also provides training to staff in all areas of program operations including program development, effective training techniques, project institutionalization, and developing community support.

Technical assistance implies the utilization of expertise available, both internal and external, for carrying out inservice objectives. This expertise may be available within the institution, the local area, the state, or the nation.The Utah State Office of Education provides various types of inservice technical assistance.

OBJECTIVES:

- Provide inservice training to prepare staff and institution decision makers to work effectively with SP/DH and to assist SP/DH in gaining access to non-traditional training and employment.
- Utilize technical assistance as necessary to problem solve specific areas of concern.
- Provide inservice training for other community agencies.

SUGGESTED TIME FRAME:

- Staff--Inservice of the SP/DH staff should begin immediately and continue on a regular basis.
- Institution--Inservice of decision makers, support staff, etc, should begin as soon after the program is started as possible and continue on an ongoing basis as needed.
- Community--Inservice activities may begin concurrently, in conjunction with, or after the institutional inservice.

STRATEGIES:

All inservice strategies and technical assistance should be designed to establish the SP/DH program as a permanent viable program within the insitution. Inservice models will vary depending on the stages of development, the size of the institution, and other unique factors. An effective approach to inservice can be accomplished in the following phases:

Phase I / Staffing Inservice

Identify strengths and weaknesses of program staff. Utilize resources available to prepare staff to work effectively with SP/DH, other staff members within the institution, and community agencies and groups. Assess the capabilities of your staff and provide training opportunities to strengthen skills in any of the following areas: assertive communication, awareness training, program development, assertion training, group facilitation techniques, team building, writing, speaking, computer skills, etc. Take advantage of inservice opportunities available through local, state, and national activities.

Phase II / Institutional Inservice

Design inservice for all administrative decision makers. Approximately four to six hours of inservice may be necessary to allow time to raise the awareness of the decision makers and to gain their support for SP/DH programs. A shorter period of time tends to leave many questions and issues unresolved.

Provide inservice to key personnel in all departments that provide support services and aid in integrating the client into the school, i.e., financial aids, registration, assessment, business office, student services, placement, co-op education, training programs, and especially non-traditional training programs.

Identify and inservice personnel within formal and informal channels which relate to funding, curriculum, budget, public information, and other services needed to support the SP/DH program. To accomplish this it is imperative to become aware of policies, procedures, decision makers, etc., within the institution. Developing a strong working relationship with these key personnel as mentors will strengthen the SP/DH program.

Topics of inservice may include awareness training, explanation of the SP/DH program, identification of barriers to SP/DH, the development of plans to overcome barriers, the need for access to non-traditional training programs, project successes, benefits to the institution, and follow-up.

Phase III / Community Agencies

Provide inservice to assist the SP/DH program to link with community agencies and to network with all available resources.

Inservice topics may include information about the SP/DH program, policies, and goals.

CHECKLIST:

- ✓ Staff capabilities are assessed and inservice is provided to prepare staff members to work effectively with SP/DH.
- ✓ Inservice is provided to key personnel and decision makers within the institution to increase understanding and support for SP/DH and to gain access to non-traditional training and employment opportunities.
- ✓ Technical assistance is utilized to address specific areas of concern.
- ✓ Inservice is provided to community agencies to assist them to link and network with the SP/DH program.

6 Linkages

To function successfully, your program must work closely with the institution, other service providers, business and industry, the community, and other SP/DH programs.

OBJECTIVES:

- Establish linkages with your institution to obtain support and to educate decision makers.
- Establish linkages with other support services, i.e., assessment, training, and placement services available in the institution.
- Establish linkages with public and private service providers to become familiar with their scope of services and policies and to create strong, cooperative, working relationships.
- Establish linkages with other SP/DH programs to obtain information on all aspects of program management and project activities.
- Establish linkages with business and industry to develop avenues for future job placement opportunities.

SUGGESTED TIME FRAME:

- Contact with your institution, service providers, business and industry, and other SP/DH programs should begin immediately and continue on a regular basis.

STRATEGIES:

The program should draw heavily from the various departments located within your own institution. Success will depend on obtaining the support of the top decision makers including those in administration, counseling, instruction, co-op education, and other support services. One strategy for creating the necessary rapport may be to visit with these individuals to gain a better understanding of their programs before presenting information about your program. This can be accomplished through informal meetings and luncheons as well as through presentations in larger settings. It is vital to become a part of the informal network within your institution.

Know the policies governing your institution. There is usually a policy manual available to you through the personnel office. Know the policies that govern each of the departments with whom you will work closely such as Financial Aids, Registration, and training programs. Identify informal channels for accessing funding, curriculum, budget, public information and other services. Developing strong relationships with key personnel who may act as mentors will strengthen the program. Keep your supervisor informed about your activities as well.

Also arrange formal and informal meetings with heads of other agencies such as JTPA, Rehabilitation, Job Service, Office of Community Services, Extension Service, Community Organizations, Parents United, local school districts, single parent and single support groups, church organizations, etc. Join local organizations when appropriate.

It is vital to understand the bureaucracy and policies specific to each organization. Initial visits will not be sufficient to create the strong network required for a successful SP/DH program, so continue to schedule additional time to gain the support of agencies.

Finally, support and information can be shared through contact with other SP/DH programs. A list of programs within Utah is included in Appendix B.

CHECKLIST:

- ✓ Contact has been made with the decision makers in your institution.
- ✓ Contact has been made with key personnel in support services.
- ✓ Contact has been made with the heads of other service agencies.
- ✓ Contact has been made with the directors of other SP/DH programs within the state.
- ✓ Contact has been made with leaders in business and industry.

7 Advisory Committee and Public Relations

A functioning advisory committe is important to the success of a SP/DH program. The purpose of the committee is to gain community support, to become advocates for program recipients, and to access services, funding, and job placement. To ensure that the Committee members' concerns are focused on SP/DH, it is wise not to use an existing board.

Heightening public awareness of the needs of SP/DH and strengthening the relationship of your agency with the community will help to create long-term solutions to problems faced by SP/DH. Establishing a strong Advisory Committee will be a key element in creating community ties.

OBJECTIVES:

- Organize an Advisory Committee which represents the various aspects of the community and is committed to the advancement of SP/DH.
- Inform the Advisory Committee as to their possible functions and activities.
- Create a community awareness of the SP/DH program and the individuals which it serves.
- Build the image of SP/DH within the community.

SUGGESTED TIME FRAME:

- An Advisory Committee should be established by the end of the first quarter of program implementation.
- Meetings with the Advisory Committee must be held at least three times a year.
- Public relations activities are ongoing.

STRATEGIES:

The advisory committee should be comprised of a broad representation of community groups, i.e., business/industry, education, service agencies, religion, SP/DH clients, etc. Thought must be given to power structure, policies in agencies and companies, emphasis on strong role models (women), and persons who have demonstrated commitment to SP/DH. The public relations officer on campus may be able to suggest the names of individuals who are influential community figures, and local political figures may also be utilized. Include SP/DH to represent the socio-economic groups in your area.

The number of members asked to serve on the Advisory Committees will vary based on the unique needs of each site. If the geographic area served by the program is large, it may be advantageous to establish several small committees in various localities.

After committee members are selected, their possible activities may include:

1. Proposing an overall plan to assist displaced homemakers to become economically self-sufficient.
2. Identifying educational and community resources to provide training.
3. Promoting public relations to assist in the development of community understanding and support by recognizing outstanding displaced homemakers, creating a statewide name for all displaced homemaker programs, sponsoring public service announcements, and serving as speakers for promoting SP/DH programs.
4. Recommending policies that will insure maximum cooperation between public and private agencies serving SP/DH.
5. Providing counsel on strategies to more effectively institutionalize each SP/DH program.
6. Identifying ways to involve the private sector in the training and placement of SP/DH.
7. Providing input and support for federal, state, and local legislation for SP/DH.
8. Establishing linkages with other agencies serving SP/DH.
9. Evaluating programs by serving as members of evaluation teams or by reviewing evaluation reports and other information.
10. Suggesting data to be gathered and additional sources of information.

Many outreach activities may be structured to serve a dual purpose by simultaneously increasing public awareness, improving public relations, and making contact with prospective clients. Include the following in your public relations efforts: business and community, legislators and political leaders, speaker's bureau, and institution programs. Use existing channels of communication such as adult education booklets, programs, and catalogs. Public service announcements may be made which provide program information. Brochures including client success stories and panel presentations by clients will create a positive image of SP/DH.

CHECKLIST:

- ✓ Advisory Committe members are selected.
- ✓ Advisory Committee members are informed as to their roles and the activities of members are documented.
- ✓ Meetings with the Advisory Committee are held to discuss concerns, needs, and progress of the program.
- ✓ Careful meeting minutes are recorded, sent to members, and kept on file.
- ✓ The Advisory Committee is actively involved in activities which heighten public awareness and strengthen public relations between the community and the SP/DH program.

8 Funding Sources and Fiscal Accountability

To establish the need for funding and the justification for a SP/DH program, a strong data base must be developed. Unfortunately, it is difficult to assess accurately the number of individuals who qualify as SP/DH. Little systematic information has been collected on the client population or the projects which serve them.

On a local level, it may also be difficult to get accurate information on the number of displaced homemakers. To build a data base with information regarding the numbers of persons in your area who qualify for your services, contact the following: JTPA, Office of Community Services, Social Services, Job Service, and other sources such as the Department of Labor Women's Bureau, the Governor's Commission on the Status of Women, and the Area Association of Government (AOG) in your region.

OBJECTIVES:

- Obtain funding to continue the SP/DH program.

SUGGESTED TIME FRAME:

- Emphasis on fund raising activities will be increased after the Advisory Committee is selected and the core program components are in place.

STRATEGIES:

Before engaging in fund-raising activities, know the policies governing your institution.

The following list may provide options for obtaining needed funding:

- Carl Perkins--SP/DH, Adult Training and Retraining, Consumer Homemaking.
- Institution Funding--Developmental Office, may provide services or money.
- Office of Community Services.
- JTPA--State SP funds, Federal DH funds.
- Private contributions.
- Linkages with other service providers.
- Churches--may allocate money for assessment and training of members.
- Fee generation through SP/DH programs.

Understand the policies of your institution and agencies and keep the required records for fiscal accountability including copies of purchase orders, invoices, delivery slips, payroll time sheets, etc.

CHECKLIST:

- ✓ Policies governing fund raising at your institution are followed.
- ✓ Contact has been established with sources which may provide additional funding.
- ✓ Financial records are kept in compliance with institutional and agency policies.

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Appendix A

*LEA # ___

USOE Single Parent/Displaced Homemaker Intake Form

(Revised January, 1987)

Contact Information:

Name (Please Print) _____ Date _____

Street _____ City _____ State _____ Zip _____

Home Phone _____ Work Phone _____ Date of birth _____ Soc. Sec. # _____

Age ___ Race _____ Sex ___ Ages of dependent children _____

Marital Status: ___ Single (never married) ___ Married ___ Separated ___ Divorced ___ Widowed

Educational History:

The highest grade you have completed: Less than 9 ___ High School: 9___ 10___ 11___ 12___

Post High School: College: Fresh. ___ Soph. ___ Jr. ___ Sr. ___ Grad. ___

Have you completed a vocational training program? Yes___ No___

If yes, list the type of training _____

Are you currently enrolled in an educational program? Yes___ No___ If yes, what program? _____

Work History:

List your past work experience (most recent job first): No past work experience_____

Position_____ Dates: From _____ To _____ Part-time___ Full-time___ Seasonal___

Position_____ Dates: From _____ To _____ Part-time___ Full-time___ Seasonal___

What are your current sources of income?

___ Full-time job
___ Part-time job
___ AFDC (welfare)
___ Social Security
___ Spouse
___ Child support/alimony
___ Unemployment benefits
___ Disability benefits
___ No income
Other (specify) _____

What is your total yearly income from *all* sources?

___ 0-5,000
___ 5,000-10,000
___ 10,000-15,000
___ 15,000-20,000
___ over 20,000

How did you hear about our program?

___ Word of mouth
___ Social services
___ TV or Radio
___ JTPA
___ Job service
___ Newspaper
___ Flyers
___ Church
Other_____

In what areas do you need help to reach your goals?

___ Transportation
___ Child care
___ Job training
___ Personal counseling
___ Confidence building
___ Employment
___ Financial assistance
___ Legal assistance
___ Career planning
___ Family relations

I understand that except for referral purposes my name will never be associated with any information contained on this record. I further authorize the release of this form to evaluation personnel who may contact me regarding the project.

Date: _____ Participant's Signature: _____

Client Status

Client referred to:

___ *JTPA*
___ *Job Service*
___ *Voc. Rehab.*
___ *Counseling*
___ *Vocational training*
___ *Pre-employment workshop*
___ *Employer*
Other (specify) _____

Client meets requirements for:

___ *Utah Displaced Homemaker Act*
___ *Carl Perkins Homemaker*
___ *Carl Perkins Single Parent*
___ *Does not qualify for services*

**(BAVC=45; CEU=57; DAVC=48; Dixie=58; OWAVC=44; Snow=59; SUSC=56; UBAVC=47; UTCIP=50; UTCISL=49).*

Appendix B

SINGLE PARENT/DISPLACED HOMEMAKER PROGRAMS

Barbara B. Hales, State Administrator
Single Parents/Displaced Homemaker Programs
250 East 500 South
Salt Lake City, UT 84111 Phone: 533-5371

SP/DH Programs	Directors	Phone
Bridgerland AVC P. O. Box 3228 301 North 6th West Logan, UT 84321	Roxana Soltanieh	752-7242
College of Eastern Utah 451 East 400 North Price, UT 84501	Sherril Burge	637-2120 ext. 217
Davis AVC 550 East 300 South Kaysville, UT 84037	Linda Stevens	546-4134
Dixie College St. George, UT 84770	Leslie Holt	673-4811
Ogden-Weber AVC 559 East AVC Lane Ogden, UT 84404-3939	Sherry Burkes	621-2373 ext. 322
Snow College Ephraim, UT 84627	Sherrie Stanton Director of Women for Work	283-4021 ext. 4132
Southern Utah State College Cedar City, UT 84720	Daphne Dalley Continuing Education	586-7855
Uintah Basin AVC Box 367 Roosevelt, UT 84066	Beverly Evans	722-4526
Utah Technical College/Provo 1395 North 150 East Provo, UT 84601	Anita Bradford Center for Personal and Career Development	226-5000
Utah Technical College/Salt Lake Box 30808 4600 South Redwood Road Salt Lake City, UT 84131	Janet Felker	967-4184

<u>Technical Assistance</u>
Phoenix Institute
Suite 211
1800 South West Temple
Salt Lake City, UT 84115

Jinnah Kelson
Kathy Hurd
Mary Tuckett

484-2882